

Impact of Assistant Language Teachers on English Education in Shizuoka

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Previous research on Assistant Language Teachers (ALTs) continues to expand since Japan embarked on the Japan Exchange and Teaching (JET) Programme in 1987. However, few studies have explored ALTs and Japanese Teachers of English (JTEs) teaching practices and their impact upon student English language outcomes at the prefectural level. Through the findings of a questionnaire administered to 33 ALTs and 22 JTEs in Shizuoka, it was identified that traditional grammar translation methods continue to persist within the Japanese English language classroom; however, there are efforts to integrate Communicative Language Teaching (CLT). Interestingly, there is some discrepancy in how teacher collaboration is viewed between ALTs and JTEs. Although teachers perceive that some students perform well on English tests, this does not appear to be translated to real-world contexts. A model is offered for improving teaching

practices within Japanese English language classrooms, with the aim of advancing classroom teaching and student English language outcomes.

1987年のJETプログラム開始以来、外国語指導助手 (ALT) に関する先行研究は拡大し続けている。しかし、ALTやJTE (日本人英語教師) の教育実践や生徒の英語学習成果への影響について都道府県レベルで調査した研究はほとんどない。本研究はそのギャップを埋めるものである。静岡におけるALT33人とJTE22人に行ったアンケートの結果、日本の英語教室では伝統的な文法翻訳法が依然として残っているが、コミュニケーション・ランゲージの技術を統合する努力もなされていることが確認された。また、ALTとJTEの間で、教師のコラボレーションに対する考え方に相違があるという興味深い結果も明らかになった。最後に、教師は生徒が英語のテストで良い結果を出していると認識しているが、それが実社会の文脈に反映されていないようである。本研究は、教室での指導と生徒の英語の成果を強化することを目的とした指導方法の改善モデルを提示する。

The power of English as the language of commerce across the globe has been well documented (Neeley, 2012; Umedilloevna & Sevara, 2022; Yano, 2021). The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) in Japan (MEXT, 2014) has acknowledged the importance of English by creating policies that aim to improve Japanese students' English language abilities. While the policy may be primarily concerned with Japanese Teachers of Language (JTLs) and Japanese Teachers of English (JTEs), Assistant Language Teachers (ALTs) have a crucial role to play in advancing the success of MEXT's English education policy.

English Education in Shizuoka

In 2008, through a survey, the Ministry of Economy, Trade, and Industry (METI) identified Shizuoka as the most preferred place for doing business in Japan. However, the ability of the prefecture to capitalize on this has been hampered by the business community's difficulties when communicating in English with international partners and stakeholders (Shizuoka Prefectural Government, n.d.). Moreover, MEXT uses the Eiken Test in Practical English Proficiency (STEP Eiken or 英検) to measure Japanese junior high school (JHS) and senior high school (SHS) students' language proficiency. In 2015, the prefecture of Shizuoka ranked 'average' in the STEP 3rd grade test, which at that time was approximately equal to the Test of English as a Foreign Language (TOEFL) iBT 30

(there is currently no equivalent iBT for the STEP 3rd grade test) (Eiken Foundation of Japan, n.d.).

As of 2020, the number of JET Programme participants in Shizuoka was between 250 to 350 (Shizuoka prefectural advisor, personal communication, July 26, 2021) and ALTs within the programme adopt a variety of teaching methods aimed at improving English language outcomes. Hoque (2016) defined teaching methods as a manner of teaching, which involves activities and techniques based on an individual's conceptions of learning; these methods influence teaching practices. Several teaching methods have been identified by Richards and Rodgers (2001). Among them, the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) are central to the current study. Indeed, previous research posits that although the GTM (or *yakudoku*) is the historical teaching method used, the Japanese government aims to incorporate more CLT methods to advance English teaching (Humphries & Burns, 2015). The GTM has been defined as foreign language study to read literature and develop intellectual capacity (Richards & Rodgers, 2001). Accuracy in the use of the language is of paramount importance in the GTM, and the mode of providing instruction is the student's native language (Richards & Rodgers, 2001). Conversely, CLT refers to a teaching method that focuses on communicative and contextual factors while studying a language in its socio-cultural context. It is learner-led and experience-based (Richards & Rodgers, 2001).

Moreover, inherent in Hoque's (2016) definition of teaching methods is the idea that teaching practices are, in part, a product of cultural context (see Bronfenbrenner & Morris, 2006 for an overview of the ecological systems theory, particularly the role of culture within the macro-system). For example, Australian classrooms typically value verbal input from students; this contrasts with Japanese contexts, in which students generally remain silent, an outcome that is likely rooted in Japanese culture which views opinion-sharing as impolite and a sign of disrespect (Banks, 2016; Humphries & Burns, 2015; Mertin, 2014; Sasaki & Ortlieb, 2017). Furthermore, there are patterns of the Japanese communication style that influence silent outcomes. For example, within Japanese culture, it is perceived that the listener has the responsibility of comprehending a message and as such should not require any clarification from the sender of the message (Mertin, 2014). It is also common for Japanese students to deliberate in group settings through consensus checking prior to tasking a group leader with the responsibility of formally presenting to the class (Hammond, 2007).

The Current Study

Although several studies have been conducted about ALTs, JTEs, team teaching, and problems and challenges with the JET Programme (e.g., Grady, 2016; Hougham et al., 2016; Meerman, 2003; Ohtani, 2010; Sponseller, 2016; Tsuneyoshi, 2018), to the best of the researchers' knowledge, none of these studies have been published specifically examining teaching practices in English language classrooms in Shizuoka prefecture, and teacher perceptions on their impact on English language outcomes. Therefore, the aim of the current study was two-fold. First, we aimed at examining a sample of ALTs' and JTEs' teaching practices in the English language classroom within Shizuoka. To operationalise this, we examined the roles of ALTs and JTEs and specific instructional practices implemented in the English language classroom. We also explored some of the classroom practices that were likely to be adopted because of Japanese culture, with a view towards understanding how culture might be influencing the adoption of specific teaching practices. Secondly, we aimed to understand student English language outcomes, including students' dispositions towards using English and their English language performance, as assessed through teacher perceptions. The following research questions guided the study:

- RQ1. What roles do ALTs and JTEs play in English language teaching in Shizuoka?
- RQ2. What teaching practices are currently used by ALTs and JTEs in Shizuoka?
- RQ3. To what extent do ALTs and JTEs in Shizuoka employ teaching practices influenced by Japanese culture?
- RQ4. What are ALTs' and JTEs' perceptions of students' English language outcomes (disposition towards English language in and out of classroom settings and their English performance)?

Method

Participants

Over the course of ten weeks (September to November 2020), a questionnaire was distributed to all JTEs and ALTs in Shizuoka's elementary schools (ESs), JHSs and SHSs, via email correspondence from the Shizuoka prefectural advisor's office, and in-person at the annual ALT conference for JET programme participants. A total of 22 JTEs and 33 ALTs completed the questionnaire. The survey was conducted to obtain data on their teaching practices and perceptions of student English language outcomes. The ALTs were in their first to fifth year of providing language instruction on the JET Programme,

while the teaching experience of JTEs ranged from 4 to 38 years. No incentives were provided for participation.

Instrument

A 35-item questionnaire was developed for the study. All instructions and questionnaire items were delivered in English. Questions were presented with a 5-point Likert scale, with responses ranging from 1 (Never) to 5 (All the time). In addition, the researchers considered the study's limitations, in relation to accessibility of participant's during the COVID-19 pandemic. Consequently, a close-ended questionnaire was best suited for the study. Finally, item development was informed by a review in which the researchers systematically examined Japan's teaching practices within English language classrooms (Binns & Johnston, 2022, manuscript in preparation).

Procedure

Following institutional approval through the grant provider and the gaining of informed consent from each participant, the questionnaire (see Appendix) was distributed either online or in paper-based form to increase accessibility and widen participation. Information about the questionnaire was electronically circulated by the Shizuoka prefectural advisor to all ALTs and JTEs participating in the JET Programme within Shizuoka prefecture. Further recruitment was conducted at the annual ALT conference to widen participation. On average, participants took approximately 10 to 15 minutes to complete the questionnaire, and responses were stored on a secure server that was only accessible to the research team. The primary approach to analysing the data was through descriptive statistics, which is presented in the next section.

Results

Table 1 illustrates the roles of ALTs and JTEs in the English language classroom. Overall, 75% of ALTs engaged in creating their own lessons, while 88% planned and led lessons often or all the time, as well as introduced students to content outside of the textbook, often or all the time (70% combined). Fifty-one percent of ALTs stated that they never or rarely (combined) do only what the JTE asks them to do. Less than half of the ALT respondents stated that they often or all the time (48% combined) planned with their JTE before the lessons and shared responsibility. Conversely, JTEs create (55% combined), plan, and lead entire lessons (78% combined) often or all the time, as well as introduce students to content outside of the textbook, often or all the

time (55% combined). JTEs also reported that they plan with their ALTs, and they share responsibility for the English lessons often or all the time (62% combined).

Table 1

ALTs & JTEs Roles in the English Language Classroom in Shizuoka

Items (Role in the classroom)	Never	Rarely	Sometimes	Often	All the time
ALTs only (n=33)					
I only do lessons based on the textbook	18%	12%	36%	21%	12%
I create my own lessons	6%	0%	18%	30%	45%
I plan and lead the entire lesson	6%	0%	6%	36%	52%
I plan with my JTE before the lesson, and we share the responsibility	12%	21%	18%	36%	12%
I introduce students to content outside of the textbook	3%	6%	21%	15%	55%
I do only what the JTE asks me to do	27%	24%	24%	12%	12%
I set English test papers for students	18%	9%	15%	24%	33%
JTEs only (n=22)					
I only do lessons based on the textbook	14%	23%	27%	27%	9%
I create my own lessons	9%	14%	23%	23%	32%
I plan and lead the entire lesson	0%	0%	23%	55%	23%
I plan with my ALT, and we share the responsibility for English lessons	5%	24%	10%	38%	24%
I introduce students to content outside of the textbook	9%	5%	32%	41%	14%

As Table 2 indicates, teachers had students read sentences aloud often or all the time (70% combined). Seventy-eight percent (combined) of respondents engaged students in conversation practice often or all the time, with all respondents using this teaching practice (no respondent selected ‘never’ as an option for this question). Sixty-eight percent (sometimes, often and all the time, combined) of ALTs and JTEs reported that they let students engage in translation of material from textbooks. ALTs and JTEs never or rarely (53% combined) make students repeat a concept until they remember it and this practice was not reported as one that was used all the time (0%). Students were also exposed to authentic English materials often or all the time (58% combined), and ALTs and JTEs played games in English that were not related to grammar often or all the time (45% combined). The teaching practices that were employed less often were use of portfolios (9% often and all the time combined; 64% never use portfolios) and debating (12% often and all the time combined).

Table 2
ALTs & JTEs English Language Teaching Practices in Shizuoka

Items ALTs and JTEs (n=55)	Never	Rarely	Sometimes	Often	All the time
I let students translate vocabulary and passages from their textbooks (Japanese to English or vice versa)	20%	13%	31%	22%	15%
I let students memorise English paragraphs for presentations/ speech contests etc.	15%	22%	36%	22%	5%
I let students read English sentences aloud	2%	7%	22%	35%	35%
I try to get students to self-correct	4%	18%	35%	24%	20%
I engage students in English conversation practice	0%	6%	17%	37%	41%
I make students practice and memorize dialogue	11%	27%	33%	25%	4%

Items	Never	Rarely	Sometimes	Often	All the time
ALTs and JTEs (n=55)					
I make students repeat a concept until they remember it	20%	33%	33%	15%	0%
I play English grammar games	18%	29%	29%	9%	15%
I play games in English, not related to grammar	9%	18%	27%	27%	18%
I expose students to authentic English material	2%	9%	31%	27%	31%
I use debate as a teaching method	47%	31%	9%	5%	7%
I use role-plays as a teaching method	16%	38%	20%	16%	9%
I use storytelling as a teaching method	18%	36%	16%	20%	9%
I use picture-strip stories as a teaching method	33%	35%	16%	5%	11%
I use portfolios to track students’ work	64%	22%	5%	4%	5%
I use my classes to prepare students for exams	13%	25%	27%	15%	20%

Table 3 illustrates ratings to questionnaire items related to ALTs and JTEs teaching practices that are likely underpinned by the culture of Japan’s communication styles. ALTs and JTEs reported that they would give students pair work often or all the time (92% combined). Eighty-six percent (combined) of respondents indicated that they asked students to volunteer to answer questions often or all the time. Participants also reported that they gave students group work, and they called on individual students to answer questions often or all the time (75% and 64%, respectively combined).

Table 3
ALTs & JTEs Teaching Practices Underpinned by Cultural Influences

Items ALTs and JTEs (n=55)	Never	Rarely	Sometimes	Often	All the time
I call on individual students to answer questions	6%	8%	23%	36%	28%
I give students pair work	2%	2%	4%	21%	71%
I give students group work	2%	4%	19%	27%	48%
I ask students to volunteer to answer questions	0%	4%	10%	23%	63%
I call on students if they do not answer	13%	17%	13%	19%	37%
I correct students' mistakes in front of the entire class	17%	31%	30%	13%	9%
I use stamps, stickers, or other small treats to motivate students	26%	15%	17%	11%	31%

Table 4 illustrates ALTs' and JTEs' perception of students' English language outcomes. Participants perceived that 72% of their students never or rarely (combined) spoke in English outside of English class. Only 6% (combined) of respondents considered that their students spoke English outside of the English class often or all the time. Twenty-eight percent (combined) of ALTs and JTEs also perceived that their students were excited about learning English, often or all the time; the same percentage of participants considered that students use the phrases or words that they taught them in English class, often or all the time (combined). Fifty-two percent of participants considered that their students sometimes performed well on English tests given within the classroom; 36% (combined) of respondents perceived that their students perform well on English language tests often or all the time.

Table 4
ALTs & JTEs Perception of Students' English Language Outcomes

Items ALTs and JTEs (n=55)	Never	Rarely	Sometimes	Often	All the time
My students are excited about learning English	6%	19%	48%	22%	6%
My students speak in English, without my prompting	11%	28%	35%	19%	7%
My students speak in English, outside of English class	31%	41%	22%	4%	2%
My students use the phrases/words I teach them in English class	7%	11%	54%	19%	9%
My students perform well on the English tests I give them	2%	11%	52%	32%	4%

Discussion

The aim of the current study was to examine ALTs' and JTEs' teaching practices in the English language classroom within the Shizuoka context as well as the perceived impact on student English language outcomes. This was explored through four research questions, that were aimed at gaining a better understanding of:

1. the roles of ALTs and JTEs in English language teaching;
2. the English teaching practices currently used by ALTs and JTEs in Shizuoka;
3. the teaching practices influenced by Japanese culture;
4. ALTs and JTEs perception of students' disposition towards English as well as student English language performance.

The findings of the current study demonstrate that ALTs and JTEs employ a range of teaching practices. ALTs and JTEs primarily planned, led, and created their own lessons while sharing responsibilities. This is an indication that ALTs and JTEs both take the teaching roles of organisers and managers, which are typical of teacher-directed instructional approaches (Richards & Rodgers, 2001): the teacher is the activity-agent in the classroom, and they are viewed as the source and providers of knowledge, while

the students are passive absorbers (Freire, 2013; Xhemajli, 2016). Additionally, ALTs did not often engage with their JTEs to plan lessons or share responsibilities. This contrasts with the perception of JTEs who largely indicated that they often planned and shared responsibilities with their ALT. This suggests dissonance occurring in the ALT and JTE environment, where ALTs may feel limited to doing only what their JTEs ask, rather than having a more co-creative role in the development of lessons. However, it appears that from the JTEs perspective, this perhaps does not translate as control but rather cooperation. This supports previous findings concerning ALTs and JTEs not working in concert, owing to the lack of clear curriculum guidelines, a breakdown of communication and non-ideal team-teaching conditions (Sponseller, 2016). We recommend that it is important to address and improve teacher collaboration within this context, as previous meta-analyses position teacher collaboration and teacher efficacy as a strong predictor of student learning outcomes (Hattie & Anderman, 2019).

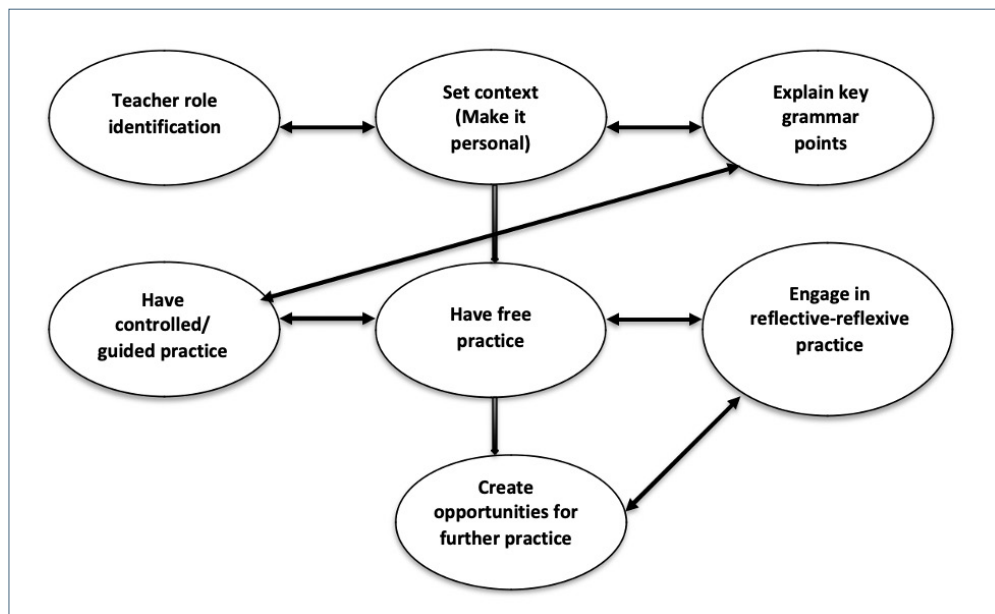
The finding that respondents still practice translation exercises from Japanese to English and vice versa, but also encouraged students to self-correct and tried to engage students in conversation practice, is an indication that the GTM persists in the English classroom in Shizuoka. But laudably, this also indicates that there was some attempt to use CLT techniques, and this was observed in this study, through the teachers' use of role plays, storytelling, and picture strips. However, it should be noted that currently, most teachers do not often implement these CLT practices. While the English education policy is to cultivate Japanese with English abilities, potential key hindrances to this, based on the findings of the present study, might be related to preparing students for English exams, the continued use of *yakudoku* methods and ALTs lack of direct control over English lessons, which aligns with previous findings (Gorsuch, 2001; Kanda & Beglar, 2004; Thompson & Yanagita, 2017). Consequently, there continues to be ideological disconnection between what the MEXT policy is intended to achieve and what it obtains (Kikuchi & Browne, 2009). Additionally, a contributing factor to this disconnection and the complexities between ALT and JTEs classroom control is perhaps attributable to JTEs not feeling empowered to embrace CLT methods in the classroom because of a lack of training, lack of confidence in their English-speaking abilities, and curriculum constraints, such as preparation for university entrance exams (Kimura et al., 2017). Cook (2009) detailed in her study how personal (language incompetence), practical (class sizes and lack of training in CLT approaches), external influences, and non-awareness operated as constraints that inhibited CLT methods. Together, these results indicate that more work needs to be done in Shizuoka for national policy to have its intended effect.

Interestingly, ALTs and JTEs indicated that they used a mixture of culture-related practices in the classroom. Both ALTs and JTEs seem to have made inroads to finding a balance between practices typically observed in Western classrooms and traditional Japanese styles of encouraging student participation, as indicated by respondents that they used a mixture of pair/group work (more prominent in Japanese culture) and calling on students individually (more prominent in Western cultures, although there is some variation of this in Japanese culture (see Anderson, 2018). Rundle (2009) supported this approach and those practices tied to a specific culture should be deemphasized, and the focus should rather be on adopting the most effective techniques based on the requirements of the specific contexts (e.g., best teaching practices for a particular subject). This is particularly important for engaging with the English language, as Japanese culture values minimal sharing of opinions as a sign of respect during conversations (Banks, 2016; Mertin, 2014). This view may interfere with the effectiveness of English instruction, particularly when students engage with CLT techniques including debating.

Despite using various teaching practices and incorporating some CLT approaches, and despite the perception that students do well on English language tests, several teachers reported that teaching practices do not necessarily result in students using English outside of the classroom. This suggests that though there has been some progress, students may not feel sufficiently confident to express themselves in English or are not convinced of the importance and relevance of English. Barker (2018) suggested that major changes are necessary to facilitate students initiating CLT, such as having smaller class sizes, in-service training for both ALTs and JTEs, and more widespread development of English CLT materials. In line with this and given the current focus on using predominantly GTM practices in Shizuoka, in the next section, we propose a teaching model for improved English language outcomes.

In proposing a model for ALTs and JTEs in Shizuoka, we considered Bronfenbrenner's ecological systems theory and drew on the idea of the macrosystem impacting the proximal processes (Bronfenbrenner & Morris, 2006). We also considered that although CLT is advocated in the literature, no universally accepted method has been established as authoritative. The proposed model builds on the expository teaching model, based on the idea that well-presented verbal input is effective if the material is presented in an organized way. Students can also connect this verbal information to previous knowledge (Good & Brophy, 1995). Using the broader tenets and key underpinnings of the ecological systems theory, the proposed model (Figure 1) attempts to integrate more CLT into how teachers execute various activities to balance what currently exists.

Figure 1
A Proposed Teaching Model for ALTs and JTEs



Teacher role identification. ALTs and JTEs first need to identify what CLT roles will be most beneficial to their teaching. This involves examining the needs of students and choosing roles that will help create greater engagement in communication.

Set context (Make it personal). This involves setting the context for the activity, class, or lesson that teachers intend to do. For example, if delivering a lesson about *Movies*, the teacher should consider making the activity relevant. This can help to pique students' interest (Amjah, 2014). This can also be complemented with inviting a response from students about their favorite movies.

Explain key grammar points. This model also involves JTEs support for the aspects of planning that may require explanations in Japanese, such as grammar. In the case of a topic on *Movies*, the JTE might explain to students the verb tenses the ALT wants students to practice. This helps to breakdown communication barriers and build professional team-teaching relational support.

Have controlled/guided practice. Research advocates for a balance between controlled practice and freer practice. Controlled practice might involve giving students a dialogue and then asking them to change parts of the dialogue to make sentences with a similar meaning, incorporating task-based activities to enhance CLT (Rahmatillah, 2019).

Have free practice. Students can then advance into freer practice and integrate CLT by engaging in a meaning-focused activity, such as asking students to create their own dialogue in pairs, perhaps with instructions provided in Japanese. This would enable students to identify the grammar tense in Japanese, understand the meaning, and work collaboratively with their partners while engaging in autonomous learning (Kanda & Beglar, 2004).

Engage in reflective-reflexive practice. Finally, to track and trace students' improvement, teachers and students can engage in reflective-reflexive practice by utilising an e-portfolio. This can help to boost student self-regulation in using English within and outside of the classroom (Yastibas & Yastibas, 2015). The reflective-reflexive practice can involve tools embedded on virtual platforms or stand-alone tools and, for cases where technology is not readily available, physical portfolios on what was learnt and how to apply English content in wider contexts can be employed. For the teacher, this might include identifying what students gained from the activity and then thinking about how opportunities can be created for students to use the language from the activity outside of the classroom.

Conclusion

Based on the findings presented, we did not find sufficient evidence to indicate that ALTs had a strong influence on English education in Shizuoka, specifically on how English is taught in the classroom setting. This study's results support the need for a reassessment of English education policy in Japan and the revamping of ALTs recruitment programmes. However, future research studies would benefit from exploring these teaching practices through recruiting a larger sample size. But, in the short term, these inefficiencies might be addressed using the teaching model proposed, which would also benefit from further research to test which aspects of the model would be most beneficial in improving teaching practices within English language classrooms, and more importantly, improving English language education and outcomes among Japanese students.

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Bio Data

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Appendix

Data Collection Instrument

The Impact of Assistant Language Teachers (ALTs) on English Education in Shizuoka

This survey is being carried out as part of a study examining 'The Impact of Assistant Language Teachers (ALTs) on English Education in Shizuoka'. To this end, this questionnaire is intended to learn more about the teaching practices you use in the classroom and the impact of these practices on student's English Language outcomes. All information provided will be kept strictly confidential and under no circumstances will your individual responses be released to any school, educational body, or ministerial authority. Participation in this project is voluntary and you are free to discontinue at any time. However, your professional experiences and opinions are crucial to helping me understand teaching from your point of view. I would greatly appreciate your taking the time to complete this survey. If you have questions or concerns, please contact me at: akierah.binns@gmail.com.

Thank you in advance for your participation.

Instructions

This questionnaire requires you to indicate your responses by choosing from numbers one to five, with 1 meaning the situation never happens and 5 meaning the situation happens all the time as indicated below.

1. Never 2. Rarely 3. Sometimes 4. Often 5. All the time

• Gender: _____

- Years of teaching experience _____
- Teaching position 1. ALT 2. JTE
- Educational level of teaching (Choose all that apply) 1. Elementary 2. Junior High 3. Senior High
- Number of English classes per week _____

Role in the classroom (ALTs only):

When assisting/teaching in the classroom:

- | | | | | | |
|--|---|---|---|---|---|
| 1. I only do lessons based on the textbook. | 1 | 2 | 3 | 4 | 5 |
| 2. I create my own lessons. | 1 | 2 | 3 | 4 | 5 |
| 3. I plan and lead the entire lesson. | 1 | 2 | 3 | 4 | 5 |
| 4. I plan with my JTE before the lesson and we share the responsibility. | 1 | 2 | 3 | 4 | 5 |
| 5. I introduce students to content outside of the textbook. | 1 | 2 | 3 | 4 | 5 |
| 6. I do only what the JTE asks me to do. | 1 | 2 | 3 | 4 | 5 |
| 7. I set English test papers for students. | 1 | 2 | 3 | 4 | 5 |

Role in the classroom (JTEs only):

When assisting/teaching in the classroom:

- | | | | | | |
|---|---|---|---|---|---|
| 8. I only do lessons based on the textbook. | 1 | 2 | 3 | 4 | 5 |
| 9. I create my own lessons. | 1 | 2 | 3 | 4 | 5 |
| 10. I plan and lead the entire lesson. | 1 | 2 | 3 | 4 | 5 |
| 11. I plan with my ALT and we share the responsibility for English lessons. | 1 | 2 | 3 | 4 | 5 |
| 12. I introduce students to content outside of the textbook. | 1 | 2 | 3 | 4 | 5 |

Teaching methods

When assisting/teaching in the classroom:

- | | | | | | |
|--|---|---|---|---|---|
| 13. I let students translate vocabulary and passages from their textbooks (Japanese to English or vice versa). | 1 | 2 | 3 | 4 | 5 |
| 14. I let students memorize English paragraphs for presentations/ speech contests etc. | 1 | 2 | 3 | 4 | 5 |
| 15. I let students read English sentences aloud. | 1 | 2 | 3 | 4 | 5 |
| 16. I try to get students to self-correct. | 1 | 2 | 3 | 4 | 5 |
| 17. I engage students in English conversation practice. | 1 | 2 | 3 | 4 | 5 |
| 18. I make students practice and memorize dialogues. | 1 | 2 | 3 | 4 | 5 |
| 19. I make students repeat a concept until they remember it. | 1 | 2 | 3 | 4 | 5 |
| 20. I play English grammar games. | 1 | 2 | 3 | 4 | 5 |
| 21. I play games in English, not related to grammar. | 1 | 2 | 3 | 4 | 5 |
| 22. I expose students to authentic English material. | 1 | 2 | 3 | 4 | 5 |
| 23. I use debate as a teaching method. | 1 | 2 | 3 | 4 | 5 |
| 24. I use role-plays as a teaching method. | 1 | 2 | 3 | 4 | 5 |
| 25. I use story-telling as a teaching method. | 1 | 2 | 3 | 4 | 5 |
| 26. I use picture-strip stories as a teaching method. | 1 | 2 | 3 | 4 | 5 |
| 27. I use portfolios to track students' work. | 1 | 2 | 3 | 4 | 5 |
| 28. 23. I use my classes to prepare students for exams. | 1 | 2 | 3 | 4 | 5 |

Cultural practices in the classroom

- | | | | | | |
|---|---|---|---|---|---|
| 29. I call on individual students to answer questions. | 1 | 2 | 3 | 4 | 5 |
| 30. I give students pair work. | 1 | 2 | 3 | 4 | 5 |
| 31. I give students group work. | 1 | 2 | 3 | 4 | 5 |
| 32. I ask students to volunteer to answer questions. | 1 | 2 | 3 | 4 | 5 |
| 33. I call on students if they do not answer. | 1 | 2 | 3 | 4 | 5 |
| 34. I correct students' mistakes in front of the entire class. | 1 | 2 | 3 | 4 | 5 |
| 35. I use stamps, stickers, or other small treats to motivate students. | 1 | 2 | 3 | 4 | 5 |

Student Performance

- | | | | | | |
|--|---|---|---|---|---|
| 36. My students are excited about learning English. | 1 | 2 | 3 | 4 | 5 |
| 37. My students speak in English, without my prompting. | 1 | 2 | 3 | 4 | 5 |
| 38. My students speak in English, outside of English class. | 1 | 2 | 3 | 4 | 5 |
| 39. My students use the phrases/words I teach them in English class. | 1 | 2 | 3 | 4 | 5 |
| 40. My students perform well on the English tests I give them. | 1 | 2 | 3 | 4 | 5 |

Thank you.